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ABSTRACT

Since the first unit of the second-semester "Comparing Political Experiences" course is self-instructional, this teaching guide focuses mainly on instructional objectives, mastery tests, and application exercises. The objectives and mastery tests are provided for each of the five lessons in the student materials. Following the completion of the mastery quizzes for each lesson, students work in groups on an application lesson. This lesson provides students with an opportunity to work with concepts beyond the level of simple definition. For example, since the concept of political system is taught in episode one of the student materials, the application lesson requires students to work in groups to apply the defining characteristics of a political system as they create their own political system. (Author/DE)

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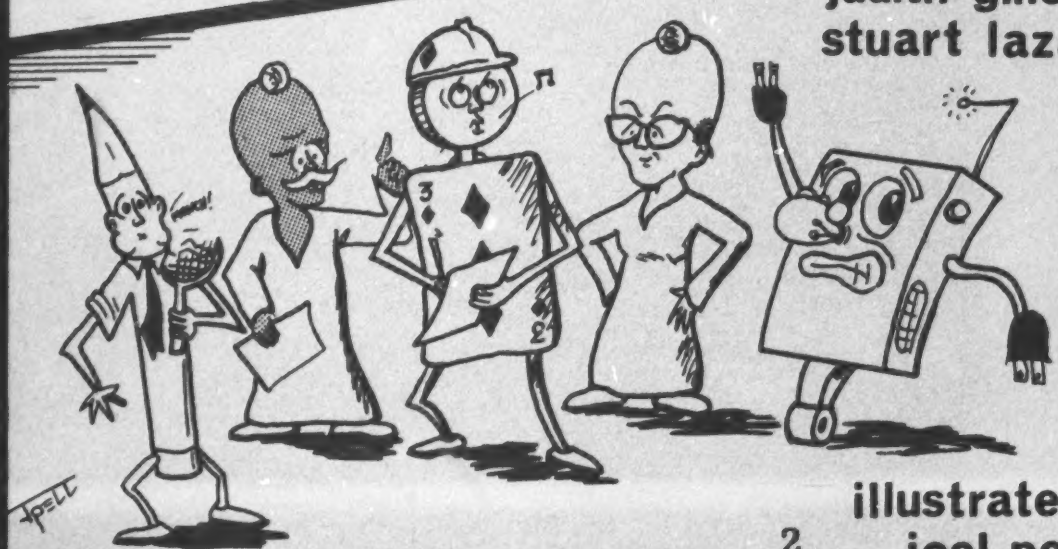
teacher's guide

SAVE THE SYSTEM!

judith gillespie
stuart lazarus



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EXPERIMENTAL
MATERIAL

COMPARING POLITICAL EXPERIENCES

POLITICAL ISSUES

SAVE THE SYSTEM!

Teacher's Guide

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These experimental curriculum materials are part of a high school course, Comparing Political Experiences. The materials constitute one unit of one semester, Political Issues. The course is being developed by the High School Political Science Curriculum Project, which is one of the projects sponsored by the American Political Science Association's Committee on Pre-Collegiate Education. The Project is supported by funds provided by the National Science Foundation. These materials cannot be duplicated, reproduced or used in any manner without the specific written approval of the High School Political Science Curriculum Project.

PREFACE

"Save the System!" is one unit of a year long course, COMPARING POLITICAL EXPERIENCES. CPE includes two one-semester components, Political Systems and Political Issues. The two semesters can be sequenced into a year long course in which Political Systems serves as the first semester and Political Issues functions as the second semester. Each semester can also be used independently. In this case, Political Systems can stand alone. Political Issues can be used independently if the introductory unit is utilized to give students necessary background information. "Save the System!" serves as the introductory unit for Political Issues.

The Comparing Political Experiences program is supported with funds provided by the National Science Foundation for the design, development and testing of the program. The program is sponsored by the Committee on Pre-Collegiate Education of the American Political Science Association. Judith Gillespie, Howard Mehlinger and John Patrick co-direct the project. Dave Lambert coordinates the evaluation for the program. Judith Gillespie and Stuart Lazarus carry primary responsibility for the development of the "Save the System!" unit. Our sincere appreciation is extended to Joel Pett who collaborated with us throughout the development of the materials and drew all of the illustrations.

The first field test of "Save the System!" is taking place during the 1975-76 school year. The unit will be pilot-tested in schools across the nation. Through formal evaluation, site observation, and informal feedback, we hope to determine the major strengths and weaknesses in this version of the materials. In the past, we have found this kind of testing to be invaluable in contributing to revisions of our work.

At this stage of the development of the materials, we will seek advice and criticism from a wide range of sources regarding the content and instructional methodology in the materials. We encourage anyone who has ideas regard'ng the materials to send them to us. The strength of the revision depends on such feedback.

Judith Gillespie
Stuart Lazarus

SAVE THE SYSTEM!

Save the System is a comic book which we hope will spark students' interest in studying the course, Political Issues. It should prove enjoyable, but it is also one of the most important pieces of instruction in the course. The comicbook is designed to teach students some fundamental concepts-- system, political system types, political experiences-- which they will use throughout the entire course in the Busing in Boston, Clean Air Now, Union Underground and Jobs and Engines units. An extended rationale for the course can be found in the introduction to the Busing in Boston unit.

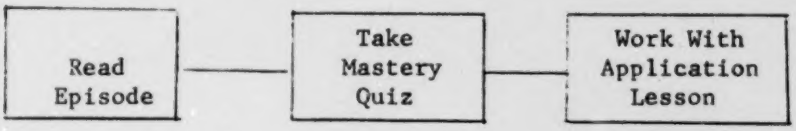
Save the System! is a short self-instructional unit. It will require between ten and twenty class meetings (of fifty minutes). However, students will determine the amount of time taken by their progress through the unit. Save the System! is unique in many ways. Most importantly, it is self-instructional. Students move through it at their own rate. Poor readers may progress more slowly than average readers. Students who like to study illustrations may progress more slowly than students who simply read the captioned text. For any number of other reasons, students will move through it at different speeds.

Because Save the System! provides students with a great deal of information, it is necessary to check their progress frequently throughout the unit. A series of mastery quizzes have been provided for use at the end of each episode. You should establish a portion of your classroom as a testing station where quizzes may be taken and scored. Students work from their seats until they are prepared to

take a mastery quiz. Then they move to the testing station. To achieve mastery, students must score 100 on these quizzes. Those who do not score 100, return to the episode for additional study before taking another mastery quiz on the same material. Like the first quiz, a mastery score on the second and final quiz is 100.

Following completion of the mastery quizzes for each episode, students will work in groups on an application lesson. The application lesson serves several purposes. First, it provides students with an opportunity to work with concepts beyond the level of simply defining them. Students may memorize the definitions of the concepts to perform successfully on a mastery quiz. If this happens, the definitions will not have a great deal of meaning for students and will quickly be forgotten. However, in application lessons, students will be called upon to use their knowledge of concepts to interpret political life. For example, one concept taught in episode 1 is political system. Successful performance on the mastery quiz indicates that students can define the concept of political system and discriminate examples from non-examples. The application exercise for episode 1 asks students to work in groups to create their own political system. The system might be several drawings, or several paragraphs, or a diagram. They will work in groups and apply the defining characteristics of a political system as they create one of their own. This application lesson represents the third and final exercise for each episode.

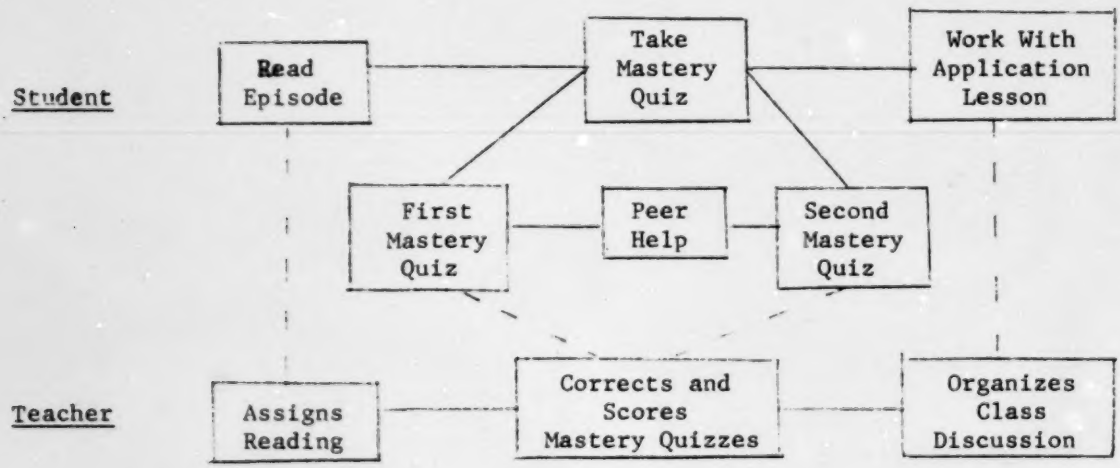
A short class discussion will follow each application lesson. Representatives of each group will explain their group's progress in the application lesson. You should encourage students to question each other. Intervene only if students confuse major concepts. All of the concepts and their definitions appear in APPENDIX 2. The application exercises are in separate envelopes. The three stages involved in working with each episode include:



Because Save the System! is self-instructional it places greater demands on both students and teachers. Students are responsible for what they learn. If they do not achieve mastery on the first quiz at the end of an episode, they return to the episode and prepare to take another quiz. They are aided in this preparation by the corrections on their first quiz and by students who achieved mastery on the first quiz. Therefore, after the first quiz, the class will break up into groups of 4 or 5, all of whom have corrected quizzes. Membership of individual groups should be divided among those who mastered the first quiz and those who did not. In this way those who did not achieve mastery on the first quiz will be tutored by those who did. Students

with scores of 100 on their quizzes will explain their responses to their peers and answer any questions they have. By explaining their correct responses, those who mastered the first quiz will have to use their knowledge of the concepts. This activity is important to all students in the class.

The peer help will serve as a means of preparation for the second mastery quiz. A detailed diagram of the student activities and teacher activities appears below.



Instructional Objectives

The general goal of the unit is to aid students in learning some basic concepts which will be used throughout the course. The specific instructional objectives are more easily understood if they are presented in combination with some of the content of the comic book. A content outline and objectives for each episode follow.

Episode One

The planet Acton is in trouble. It is being driven closer and closer to the sun. The environmental system of Acton (vegetation, air, water) is unbalanced. The Planetary Council meets to decide what to do about the situation. The Planetary Council is a political system. It is also a participant political system. The DASH Task Force (Doomed Actonites Search for a Homeland) is formed to search for a new planet which can serve as a home for the Actonites.

The instructional objectives of this episode can be listed as follows:

1. Students are able to identify the concept of system by reading about the environmental system of Acton.
2. Students are able to identify the concept of political system by reading about the Planetary Council.
3. Students are able to identify the concept of participant political system by reading about the Planetary Council's decisions to explore other planets.

4. Students are able to apply the concepts of system and political system to everyday political life by thinking about what they read, taking a mastery quiz, and carrying out an application lesson.

Each of these objectives is measured by mastery quizzes which follow the episode. After the mastery quizzes, students will work on an application lesson which will expand their knowledge of important ideas in episode one.

Episode Two

The DASH Task Force and the Planetary Council meet to decide on how the exploration of other planets will be carried out. T.M., Move and Era are the principal actors in the task force. They decide that it is important for political resources to be distributed equally on any planet they would decide to live on. They also decide that political activities should be open to all people. They see that political resources and activities are fundamental parts of any political system. Finally, they talk about how they value a stable system, or one that has been maintained over a long period of time. They want to find a place to live that is undergoing a political maintenance experience. At the close of the scene, the DASH Task Force and the Advisor take off to explore the nearest planet, Stepon.

The instructional objectives for this episode can be listed as follows:

1. Students are able to identify the concept of political resources by reading the discussion between the task force and the Planetary Council.

2. Students are able to identify the concept of political activities by reading the discussion between the task force and the Planetary Council.

3. Students are able to identify the concepts of political maintenance by reading the comments of Planetary Council members and the Advisor.

4. Students are able to apply the concepts of political resources, activities and maintenance to everyday political situations by thinking about what they read, taking a mastery test, and carrying out an application exercise.

As before, mastery of each objective is measured by mastery quizzes. Mastery quizzes for episode two will also include material from episode one. When students have completed the mastery quizzes, they will engage in an application lesson which will expand their knowledge of the major concepts.

Episode Three

The Actonites land on the planet Stepon. Stepon is an elite system. A computer (Centro) controls all activity by its electromagnetic force. Over the years, Steponites have gained some leverage over Centro, but not a lot. They control some resources and make some decisions. There is a plot to overthrow Centro by pulling the master switch. The plot succeeds and Stepon looks like a much different kind of political system. Stepon has experienced political development. The DASH Task Force doesn't think Stepon is an appropriate planet for Actonites because it was elite and is now too unstable. They take off for Orgon.

The instructional objectives for this episode can be stated as follows:

1. Students are able to identify an elite political system by reading about the political structure of Stepon.

2. Students are able to identify a political development experience by reading about the plot to overthrow Centro.

3. Students are able to apply the concepts of elite political system and political development to everyday political life by thinking about what they read, taking a mastery quiz, and carrying out an application lesson.

Mastery of these objectives can be determined by mastery quizzes for episode three. Continued applications will be provided after students demonstrate mastery on a mastery quiz.

Episode Four

The Actonites land on Orgon. Orgon is a bureaucratic system. The planet is composed of terraces and each section, slot and division has a different task to perform. The Actonites have considerable trouble finding the tourist information center. They then tour Orgon and find the Orgonites on the bottom levels are excited about a new discovery -- recyclable products of every kind that can be eaten as food. All categories of materials -- shoes, boxes, tin cans -- can now be eaten. There is no waste. Some Orgonites want to export their discovery, but the higher level decision-makers forbid it. They attempt to jail the task force when they think they will export their secret. There is a great deal of conflict over this issue. The task force escapes the police and takes off for Advocon.

The instructional objectives for this episode can be stated as follows:

1. Students are able to identify a bureaucratic system by reading about the political structure of Orgon.
2. Students are able to identify a political conflict experience by reading about the controversy over the discovery of recyclable products.
3. Students are able to apply the concepts of bureaucratic political system and political conflict to everyday political life by thinking about what they read, taking a mastery quiz, and carrying out an application lesson.

Mastery of these objectives can be measured by mastery quizzes for episode four. Additional application exericses are provided after students complete a mastery quiz.

Episode Five

The Actonites land on Advocon. Advocon is a coalitional system. It is composed of subplanets, or suits, connected by bridges. Every-time one suit disagrees with others, some of its members cross the bridges to become members of other suits.

The Actonites think this is a strange system. They meet the Observer, who explains how the planet works. They talk for a long time about the synthetic union, "The Kitty ," which is being created to increase direct communication and bargaining on Advocon. They speculate about the changes that will occur because of "The Kitty ." The Actonites decide they cannot live on a planet with so much potential instability. They depart into the galaxy to continue their search.

The instructional objectives for the episode can be stated as follows:

1. Students are able to identify a coalitional political system by reading about the political structure of Advocon.

2. Students are able to identify a political change experience by reading about the construction of "the Kitty ."

3. Students are able to identify and evaluate the performance of observer roles by reading about the Observer's analysis and actions.

4. Students are able to apply their knowledge of coalitional political systems, political change, and observer role by thinking about what they read and carrying out an application lesson.

Mastery of these objectives can be measured by the general Mastery Test for this unit. The extended application lesson will be completed before the Mastery Test is given.

Instructional Procedures

Classroom activities should correspond to the procedures diagramed on page four. Work with each episode should include all of the procedures. While rate of progress will vary, completing all of the procedures for an episode should take between 2 and 4 days.

Before you begin work with Save the System! explain to students that it serves to introduce them to some key ideas used in Political Issues. Tell them that they will be doing a great deal of work in groups helping each other to master the ideas in Save the System! The following directions describe the activities for the first episode and serve as a model for episodes 2, 3, 4, and 5. You may wish to make variations in this procedure as you work through the episodes.

1. Having passed out a copy of Save the System! to each student, ask them to read the first episode and to come to the testing station when they have finished.
2. Students will proceed through the first episode at their own pace. As they finish and come to the testing station they should complete mastery quiz IA. Score the quizzes as they are completed and return them to the students.
3. As students complete mastery quiz IA, divide them into groups of five or six. Each group should be, as nearly as possible, equally divided among students who scored 100 on quiz IA and those who did not. Tell the class that the purpose of working in the groups is to prepare those who did not get 100 to take another mastery quiz. In short 5 to 15 minute meetings, members of the groups should do the following:

A. Compare quiz results.

B. Students who scored 100 should help students who did not score 100 to understand the reasons for correct responses. Students should refer each other to appropriate sections of episode 1.

C. Students who scored less than 100 should clarify whatever questions they have by talking to the other members of the group.

4. Ask those students who did not score 100 on mastery quiz IA to proceed to the testing station and take mastery quiz IB. Those students who passed mastery quiz IA should talk quietly while the remainder of the class takes mastery quiz IB. Score the quizzes as they are completed, and return them to the students.

5. After all students have completed mastery quiz IB, divide the class into new groups of 4 or 5. Pass out the application exercise. Each exercise contains its own directions. Facsimiles of them appear in APPENDIX 1.

6. After students have completed the Application exercise, ask a representative from each group to explain the group's work. Encourage students to ask questions about the way other groups used the concepts in the Application exercise. So that you can correct students when necessary, refer to the concepts and their definitions in APPENDIX 2.

Note: There are no mastery quizzes for episode 5. After students have read the episode, move directly to the application exercise. When a class discussion exercise has been completed, pass out the Mastery Tests for Save the System!. Send completed answer sheets to the High School Political Science Curriculum Project. This ends work with Save the System!

Mastery Quizzes

After reading each episode, students will take one or more mastery quizzes. There are two possible quizzes for each episode. They are included in Appendix I. The answers are provided on the last page of Appendix I. The final episode has no quizzes. Mastery will be measured by the general Mastery Test for the entire unit.

Students should take FORM A of the mastery quiz first. If they make a perfect score, they need not take FORM B. They can move on to helping others learn the material. Students who do not make a perfect score on the first mastery quiz should take the FORM B quiz the next time they choose to demonstrate mastery. Students must answer all questions correctly on a quiz in order to demonstrate mastery. If a student does not make a perfect score on either FORM A or FORM B of a quiz, he or she should continue to the appropriate application exercise.

Students should use an answer sheet to record their responses to the mastery quizzes. This sheet should be returned to the High School Political Science Curriculum Project after the unit is completed. You should also return the teacher reaction questionnaire which follows the mastery quizzes.

Mastery Quiz #1

Form A

1. Which of the following can best be combined to form a system?

   =1= automobile parts, shoes and furniture in a pile of junk.

   =2= a shoe box and a campaign poster in a room.

   =3= a carpenter and a lawyer in a town.

   =4= water, heat and pressure in a pan of vegetables on a stove.

2. Which of the following can best be combined to form a political system?

   =1= people watching an anti-war demonstration.

   =2= water, vegetables, and the sun.

   =3= leaders, followers, and decision-making in a council.

   =4= the President, the first lady and their swimming pool.

3. Which of the following is the best definition of a participant political system?

   =1= A political unit in which most political resources are shared by a few people and most political activities are carried out by a small group.

   =2= A political unit in which political resources are stratified across groups of people in the system and most political activities are carried out by people according to their positions.

   =3= A political unit in which most political resources are divided among different groups and most political activities are carried out by many different groups.

   =4= A political unit in which most political resources are shared by many people and most political activities are carried out by many people.

4. Which of the following situations is the best example of a participant political system?

=1= The United Nations Security Council meets to decide whether to stop trade with Southern Rhodesia. All members have an equal vote. One member objects to stopping trade and the policy is abandoned.

=2= The Student Council at Highland Park High meets to decide where to hold its senior prom. The seniors on the football team want the prom at a nearby supper club. Others want it in the school gym or a local recreation center. The football team gets its way.

=3= The executives at Ice Coffee Company meet to decide whether to begin to produce ice tea. They are enthusiastic about the idea and agree to begin to train their employees in new production methods necessary to produce the tea. The employees seem not to object.

=4= The U.S. Congress votes on the Voting Rights Act. A majority in the House and Senate are in favor. The Act is signed by the President.

Mastery Quiz #1

Form B

1. Which of the following can best be combined to form a system?

   =1= paper clips, pens and scotch tape in a trash can.

   =2= authority and respect between parents and children in families.

   =3= a tree, a fire hydrant, and a dog's bone buried in a yard.

   =4= Mr. Smith's car and Ms. O'Shea's cat.

2. Which of the following can best be combined to form a political system?

   =1= the sun, the Advisor, and Nylon province.

   =2= people standing in line to tour the White House.

   =3= apples, oranges and bananas in a fruit bowl.

   =4= a principal, 2 teachers and the student council president making a curriculum decision.

3. A participant system has which one of the following characteristics?

   =1= resources are shared by a few people in a participant system.

   =2= activities are carried out by people according to their positions in a participant system.

   =3= resources are shared by most people in a participant system.

   =4= activities are carried out by a small group in a participant system.

4. Which of the following situations is the best example of a participant political system?

=1= The mayor of Unionville is making a decision about whether to allow an apartment building to be constructed in the town. He doesn't like the idea and informs the town council of his displeasure. The mayor then forbids the contractor to build the apartments.

=2= The chess club at North High School is deciding whether to play its next tournament. A majority of the members want the match at Central High. The president agrees to set up the match. She becomes ill, and another member makes the arrangements.

=3= Chhatera is a small rural village in India. The town needs a road to the nearest railroad station. A town meeting is held. Everyone agrees to help build the road. The schedule for work is passed around and each family donates time and labor for the road.

=4= Local 591 of the electricians union is voting on a strike. The leaders think a strike is necessary to improve their bargaining position and to get higher wages. As long as the leaders think a strike is important, the members will walk off their jobs.

Mastery Quiz #2

Form A

1. Which of the following can best be combined to form a <u>political system?</u>

   =1= plants, books and paintings in a room.

   =2= Campaign contributions, voting choices and party leadership.

   =3= The planetary council, the Advisor, and Stepon.

   =4= The fire department, a new clothes store, and the city council's policies on law enforcement.

2. Which of the following is the best example of a <u>participant political system?</u>

   =1= The oil producing nations in the Middle East have joined a group called OPEC. OPEC members all participate in meetings about raising the price of oil. Each member has one vote. Saudi Arabia does not want prices raised. Because of this, no policy can be decided.

   =2= The U.S. Congress is voting on providing economic aid to cities through revenue sharing. The bill gains a majority in both houses of Congress. The President signs the bill.

   =3= The Bean Blossom basketball team has always played a "run and shoot" game. The coach decides they are losing too many games. He tells the players to slow down and pass the ball until they get a good position for a shot at the basket. The players slow down their game.

   =4= The Ann Arbor city council meets to decide whether to increase its police force. Their are many opinions from the 9 members. After a long discussion, 4 members want to increase the police force. Three members want to keep the force the same size. Two members want to decrease the force. The decision is to increase the number of police.

3. Which of the following lists contain political resources which would be most useful to the DASH Task Force in exploring political systems on other planets?

   =1= A telescope, a food supply, a language translator.

   =2= A map of the galaxy, interplanetary money, a language translator.

   =3= A language translator, a political maintenance barometer, interplanetary money.

   =4= A food supply, a political maintenance barometer, a map of the galaxy.

4. Which of the following lists contain political activities which would be most useful to the DASH Task Force in exploring political systems on other planets?

   =1= Help people to solve a problem, analyze levels of planetary resources, carry the Acton flag.

   =2= Meet with government officials to inform them about Acton, carry the Acton flag, organize a group to clean up a messy situation.

   =3= Convince someone to help in their search, help people to solve a problem, organize a group to clean up a messy situation.

   =4= Analyze levels of planetary resources, convince someone to help in their search, meet with government officials to inform them about Acton.

5. Which of the following is the best definition of political maintenance?

   =1= Maintenance occurs when patterns of resources and activities remain the same over time and a political system continues to operate in the same way.

   =2= Maintenance occurs when differences in patterns of resources and activities are incorporated into a political system and the system continues to operate in largely the same way.

   =3= Maintenance occurs when differences in patterns of resources and activities reinforce each other over time and a political system operates in a different way.

   =4= Maintenance occurs when differences in patterns of resources and activities contradict each other over time and a political system operates in a different way.

6. Which of the following descriptions best fits a <u>political maintenance</u> experience?

=1= In the 1960's, each member of the city council had one vote. Decisions were made by majority rule. The mayor could not override the Council. In the 1970's, the mayor often disagreed with the council, but she could not overrule a majority vote.

=2= In the 1960's, the U.N. was dominated by the U.S. and the Soviet Union. In the late 1960's and 1970's many small new nations joined the group. By 1974, the new nations had formed a major voting bloc in the U.N. and had an important voice in decision-making.

=3= Neither a nor b.

=4= Both a and b.

Mastery Quiz #2

Form B

1. Which of the following can be combined to form a political system?

   =1= Committee decision-making and the seniority system in Congress.

   =2= Stepon, vegetables and the Citron.

   =3= The United States, France and the Soviet Union.

   =4= cars, trucks and smog in Los Angeles.

2. Which of the following is the best example of a participant political system?

   =1= The office is organized so that everyone has a different job to do. The manager is in charge of making sure work is distributed evenly. Only the manager can make decisions about important problems.

   =2= The Future Farmers of America Club is meeting to elect new officers. There are three candidates for each office. Everyone has a vote. The candidate with the most votes will win, even if there is not a majority.

   =3= The Washington city council met to consider what to do about building low cost housing units in the city. The mayor was against building the units. However, a majority of the council was in favor and they decided to build the housing.

   =4= The American Do-Nothing party had just formed. Members decided that they needed to build a strong organization by giving every member the right to vote in all decisions. If anyone disagreed, a policy would not be carried out. Over the period of a year, the party was not able to reach a decision on any policies.

3. Which of the following lists contain political resources which would be most useful to the DASH Task Force in exploring political systems on other planets?

   =1= A wealth scale, pepigen, a training manual in political action.

   =2= A training manual in political action, a political experience evaluator, a wealth scale.

   =3= A political experience evaluator, a delegate from Dacron, a superweapon.

   =4= A superweapon, pepigen, a delegate from Dacron.

4. Which of the following lists contain political activities which would be most useful to the DASH Task Force in exploring other planets?

   =1= Be interviewed by a reporter, vote in a planetary council meeting, read government reports about policy decisions.

   =2= Read planetary newspapers, be interviewed by a reporter, take careful notes of planetary activities.

   =3= Become members of a political party, read government reports about policy decisions, take careful notes of planetary activities.

   =4= Vote in a planetary council meeting, read planetary newspapers, become members of a political party.

5. Which of the following phrases can best be put together to form a definition of political maintenance?

   =1= Political resources are the same, political activities are different, the political system operates in the same way.

   =2= Political resources are different, political activities are the same, the political system operates in a different way.

   =3= Political resources are the same, political activities are the same, the political system operates in the same way.

   =4= Political resources are different, political activities are different, the political system operates in a different way.

6. Which of the following descriptions best fits a political maintenance experience?

=1= The Everglades swimming club was disturbed by the plans to build an airport near their beaches. The group met to decide what to do. In the past, they had always agreed about what plans they wanted to make. Now, however, they were divided over the airport issue. Finally, the president decided to do it his way and to appear before the City Council to oppose the airport.

=2= Mayor Daley runs Chicago politics. Throughout the 1960's, the City Council could do very little to oppose the mayor. In the 1970's, Daley won the mayoral election by a landslide. His tight control over Chicago continues.

=3= Neither a nor b.

=4= Both a and b.

Mastery Quiz #3

Form A

1. Which of the following lists contain political resources which would be most useful to Steponites in overthrowing Centro?

   =1= A counter magnetic force, new steel jackets, books.

   =2= Guns, wire cutters, books.

   =3= Wire cutters, an organized group willing to fight Centro, a counter magnetic force.

   =4= An organized group willing to fight Centro, guns, new steel jackets.

2. Which of the following is a characteristic of political development?

   =1= Political development occurs when patterns of resources are different.

   =2= Political development occurs when patterns of activities are the same.

   =3= Political development occurs when a system operates in the same way.

   =4= Political development occurs when there are contradictions in political ideas, wealth or status.

3. Which of the following is the best definition of an elite political system?

   =1= A political unit in which most resources are shared by a few people and most activities are carried out by a small group.

   =2= A political unit in which resources are stratified across groups of people in the system and most activities are carried out by people according to their positions.

   =3= A political unit in which most resources are divided among different groups and most activities are carried out by many different groups.

   =4= A political unit in which most resources are shared by many people and most activities are carried out by many people.

4. Which one of the following situations in the best example of an elite political system?

=1= The biology club at Carver High School was planning some exhibits for the school science fair. All twelve members had ideas for individual experiments. The group decided that each person would make his/her own contribution to the fair. All members also agreed to help with a group project.

=2= The police commissioner of Middletown was a very liberal fellow. Youth in the town could do almost anything. Policemen were required to take new training courses in the abuses of using force. The mayor always did what the commissioner wanted. So did the City Council. The citizens of Middletown were always the last to know about a new policy, but they respected the police commissioner a great deal.

=3= The President was having a hard time. He couldn't get anyone in the Congress to support his bill giving aid to Southeast Asia. He called leaders of both political parties together and asked for their support. Finally, after a lot of politicking, a majority of the Congressmen voted for the bill.

=4= It seemed like a never-ending problem to get anything passed in the New World Peace Conference. It wasn't that delegates fought as much as they needed to confer with officials from their home countries. The group would meet, then delegates would phone home, and then the proper sources would be checked at home. Finally, the delegates would receive instructions about how to vote. They had some room to make decisions, but they always had to make sure those at home agreed.

5. Which one of the following descriptions best reflects a political development experience?

=1= Coach Knight had always run the track team with strict discipline. The team had made the state finals every year. This year would not be any different. The coach felt a good team was based on total control by the coach. The students agreed.

=2= Farmers in Junction City had long dominated city politics. When new businesses began to move into the town, new money came in too. The businessmen were not eager to dominate politics, but wanted to cooperate with the farmers in making decisions. Decisions often took a long time, but generally everyone could agree before a final decision was made.

=3= Neither a nor b.

=4= Both a and b.

Mastery Quiz #3

Form B

1. Which of the following lists contain political activities which would be most useful to Steponites in overthrowing Centro?

   =1= Using more powerful batteries, hiring a computer expert to study the problem, using more extension cords.

   =2= Hiring a computer expert to study the problem, passing a new voting law, putting a rubber cover on Centro.

   =3= Using powerful batteries, passing a new voting law, finding a new market economy.

   =4= Finding a new market economy, putting a rubber cover on Centro, using more extension cords.

2. Which of the following is a characteristic of political development?

   =1= Political development occurs when there are contradictions in political ideas, wealth or status.

   =2= Political development occurs when a system operates in the same way over time.

   =3= Political development occurs when patterns of political resources and activities are different over time.

   =4= Political development occurs when patterns of political activities are the same over time.

3. Which of the following is a characteristic of an elite system?

   =1= Resources are shared by a few people in an elite system.

   =2= Activities are carried out by people according to their positions in an elite system.

   =3= Resources are shared by most people in an elite system.

   =4= Activities are carried out by a large group in an elite system.

4. Which one of the following situations is the best example of an elite political system?

=1= The wheat producing nations met to choose a new president to represent them at the World Agriculture Conference. They had formulated a policy to which they all agreed. The president would carry out their wishes and represent their interests.

=2= The Future Teachers Club at Skidmore High had 7 officers and 20 members. Each member had a task to perform and reported to one or more of the officers. On the issue of student teaching assignments, the officer in charge passed along the decisions of the entire group of officers.

=3= The Representatives were enraged. It seemed that federal funds were being used to support research that was not very helpful to solving national problems. By a majority vote, they decided to cut funds for research unless work was related specifically to national needs. The minority was unhappy about this vote, but there was little they could do.

=4= The Glenbard School Board was made up of most of the powerful people in the community. The superintendent prepared the agenda and decided most issues before the board meetings every Tuesday. People in the town knew that in order to get anything done on any issue, the superintendent would have to agree.

5. Which one the following descriptions best reflects a political development experience?

=1= The environmental lobby was gaining strength. More donations were coming in and more people were joining in the fight against the Alaskan oil pipeline. Just when they thought they were going to win, there was an oil shortage and most Congressmen wanted to increase the nation's oil supply. The lobby would have to develop new tactics to defeat the pipeline and it looked as if they would have a hard time winning.

=2= Teachers at Granville High had always agreed about the courses they would offer. Over the years, new teachers came into the school who wanted to do a wide variety of new things in the curriculum. Teachers began to take sides and disagree on many issues. More and more often the principal had to step in and make decisions. By 1974, the principal was making most curriculum decisions out of her office and the teachers had little say.

=3= Neither a nor b.

=4= Both a and c.

Mastery Quiz #4 - Form A

1. Which of the following is a characteristic of political conflict?

   =1= Political conflict occurs when political resources and activities are different over time.

   =2= Political conflict occurs when a political system operates in the same way over time.

   =3= Political conflict occurs when differences in political resources and activities reinforce each other over time.

   =4= Political conflict occurs when political resources remain the same over time.

2. Which one of the following is the best definition of a bureaucratic political system?

   =1= A political unit in which most political resources are shared by a few people and most political activities are carried out by a small group.

   =2= A political unit in which political resources are shared by a few people and most political activities are carried out by people according to their positions.

   =3= A political unit in which most political resources are divided among different groups and most political activities are carried out by many different groups.

   =4= A political unit in which most political resources are shared by many people and most political activities are carried out by many people.

3. Which one of the following situations is the best example of a bureaucratic political system?

=1= The President of Alson stood in the window of his office looking out on a courtyard. He would make this decision alone. He wondered if the citizens and the Alson National Council would support his decision. He had always made his important decisions alone and they had always given him their support. There was always a first time.

=2= Upper Valley was a small town of 100 residents. All decisions were made by an open town meeting. Everyone usually came to the meetings and generally everybody agreed to the decisions that were made. They had lived together closely for many years. There wasn't much to disagree about.

=3= The principal at Bloomington High had five teacher advisors. Each advisor was in charge of a different area of school administration. The group met every morning to decide on policies and tasks for each advisor. On the question of penalities for being late to class, Mrs. Aronson passed along the decision of the group to the students.

=4= The blue Allies were having a hard time making a decision. The nations wanted war. Franconia wanted to negotiate. Bronca wanted to declare themselves neutral. Datonia was undecided. The group needed Datonia's resources whatever decision was made. Somehow they had to get a majority opinion before they could act.

4. Which one of the following descriptions best fits a political conflict experience?

=1= The U.S. Congress has always been a majority rule system. There are many arguments over specific issues, but people have always abided by the rule of the majority. The President can veto legislation, but unless he/she can have backing in Congress, the veto can be overidden. The system has always been this way, and probably always will be.

=2= Riverside has had a smog problem for many years. More and more people are irritated about the smog. Not long ago, a citizens group was formed to do something about the problem. More people than ever have joined the group and are lobbying against smog. Their success is hard to measure, for the red tape in the bureaucracy is huge and very little has actually changed.

=3= Neither a nor b.

=4= Both a and b.

Mastery Quiz #4 - Form B

1. Which of the following is a characteristic of <u>political conflict</u>?

   =1= Political conflict occurs when political activities remain the same over time.

   =2= Political conflict occurs when there are contradictions in patterns of political resources over time.

   =3= Political conflict occurs when a system operates in a different way over time.

   =4= Political conflict occurs when a system operates in the same way over time.

2. Which of the following is a characteristic of a <u>bureaucratic system?</u>

   =1= Activities are carried out by a small group in a bureaucratic system.

   =2= Resources are shared by most people in a bureaucratic system.

   =3= Activities are carried out by many different groups in a bureaucratic system.

   =4= Activities are carried out by people according to their positions in a bureaucratic system.

3. Which one of the following situations is the best example of a bureaucratic political system?

=1= The assembly line at the tin factory wasn't a bad place to work. Management had allowed workers to make important decisions for a long time. Most workers participated in making decisions and they often had a majority in their favor on issues of hiring, salaries and vacation time.

=2= The National Assembly was debating whether to pass a voting rights bill. Conservatives wanted voting restricted to those qualified by income and age. Liberals wanted everyone to have a vote. The Conservatives had business backing. The Liberals had labor support. The issue would be decided by majority rule.

=3= Baconville was run by the Mafia. Like most mafias, this one had most of the money and influence in the town. Every single decision was approved by the Godfather. However, Baconville's Mafia was also unique in some ways. It was stratified so that different people were responsible for different tasks. Generally, there were channels of communication and participation throughout the system. Most decisions were communicated from the top through the task leader to the bottom of the organization.

=4= The sponsor of the journalism club had a problem. There were several people on the staff who wanted to do the editorial page in the school newspaper. Three people wanted to include student responses to the editorial. She decided that the majority of the staff couldn't agree, so the three ought to be able to try their idea. The staff members thought this was a good policy.

4. Which one of the following descriptions best fits a political conflict experience?

=1= The Free Press News had been one of the best newspapers in the state of Upper Mendota. It had good financial backing and a first rate editorial staff. All decisions were made by everyone of the staff agreeing. Recently, the money for the press had been substantially cut. Editors demanded higher salaries. The debate over salaries was hot for several months. Few decisions could be made during this period.

=2= The County Planning Commission had never had a strong leader. There was never much activity for anyone to lead. With the increase in tax revenues, the commission began to be able to do things. As it turned out, there were several strong leaders in the group and even with the increased revenues, no one dominated decision-making. The commission continued to operate in much the same way.

=3= Neither a nor b.

=4= Both a and b.

Mastery Quiz Answer Sheet

Quiz #1 - Form A

1. =4=
2. =3=
3. =4=
4. =1=

Quiz #1 - Form B

1. =2=
2. =4=
3. =3=
4. =3=

Quiz #2 - Form A

1. =2=
2. =1=
3. =3=
4. =3=
5. =1=
6. =1=

Quiz #2 - Form B

1. =1=
2. =4=
3. =2=
4. =4=
5. =3=
6. =2=

Quiz #3 - Form A

1. =3=
2. =1=
3. =1=
4. =2=
5. =2=

Quiz #3 - Form B

1. =2=
2. =3=
3. =1=
4. =4=
5. =2=

Quiz #4 - Form A

1. =1=
2. =2=
3. =3=
4. =3=

Quiz #4 - Form B

1. =3=
2. =4=
3. =3=
4. =1=

Below are some questions that we would like you to answer now that you have completed this unit. When you have finished, just tear the sheets from your Teachers' Guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this unit?
   1 2 3 4 5 6 7 8 9 10 _____ (circle one)

2. Which of the following statements best describes your assessment of the Teachers Guide for this unit?
   - ☐ I found the Teacher's Guide for this unit easy to read and understand, it helped me a great deal to teach this unit.
   - ☐ I found the Teacher's Guide for this unit easy to read and understand, but it wasn't very helpful in teaching this unit.
   - ☐ I found the Teacher's Guide for this unit difficult to read and understand, but it still was very helpful to me in teaching the unit.
   - ☐ I found the Teacher's Guide for this unit difficult to read and understand and not very helpful in teaching this unit.
   - Other (specify) _____.

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this unit?
   - ☐ My class(es) completed this unit exactly as it was specified in the Teacher's Guide.
   - ☐ My class(es) completed the unit as it was specified in the Teacher's Guide with only a few minor changes.
   - ☐ My class(es) completed the unit, but with major modifications (specify).

     _____
     _____
     _____
     _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this unit? (select more than one if appropriate)

   I found that the sequencing of lessons in this unit...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

     _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this unit?

- ☐ This unit just took too long to get through and this inhibited student interest and learning.
- ☐ This unit proceeded at just the right pace to keep the students learning and interested.
- ☐ More time really needed to be spent on the lessons in this unit.
- ☐ Other (specify) _____

_____

6. Which of the following statements best reflect your feelings about the objectives specified for this unit? (check more than one if appropriate)

- ☐ I thought the objectives were worthwhile -- that is, they were things my students should know.

The objectives were not worthwhile for my...

- ☐ ...high achievement students.
- ☐ ...average achievement students.
- ☐ ...low achievement students.

- ☐ I thought the objectives were appropriate -- that is, they were suited to the ability of my students.

The objectives were not appropriate for my...

- ☐ ...high achievement students.
- ☐ ...average achievement students.
- ☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this unit?

- ☐ The reading level of the materials was suitable for all my students.
- ☐ The reading level of the materials was suitable for my students except for the very low ability students.
- ☐ The reading level of the materials was suitable for my students except for the very high ability students.
- ☐ The reading level of the materials was inappropriate for most of my students.
- ☐ Other. _____

8. Which of the following statements best describe your assessment of the audio-visual components of this unit. (If there were none, please skip to the next question.)

- ☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this unit.
- ☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this unit.
- ☐ The audio-visual exercises were neither interesting or helpful to the students.
- ☐ Other (specify) _____

_____

9. The way this unit was designed provided me with enough feedback to know whether most of my

- ☐ high ability students
- ☐ average ability students (check appropriate places)
- ☐ low ability students

were achieving the objectives.

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this unit.

Most of my high ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this unit

Most of my average ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this unit

Most of my low ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this unit

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this unit.
- ☐ Most of my high ability students achieved the objectives.
- ☐ Most of my average ability students achieved the objectives.
- ☐ Most of my low ability students achieved the objectives.

What (briefly) would you identify as the strongest aspects of this unit?

What (briefly) would you identify as the weakest aspects of this unit?

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APPENDIX I

APPLICATION EXERCISES

Application Exercise - Episode 1

Episode 1 introduced the ideas of system, political system and participant political system. In this exercise you have the opportunity to use one of these ideas, political system. Together with the other members of your group write a page in which you describe a political system, any political system. The group may decide to create a system in the future like Acton. Possibly, the group can write about itself as a political system. Describe a real system or make-up a system of your own. Be certain to use the definition of system presented in episode 1 of Save the System! to guide your work. When you have finished, choose a representative to present the group's work to the class. If you decide to create your own political system, be imaginative!

This page describes the system of _____.

Application Exercise - Episode 2

In this exercise you will use three ideas presented in episode 2 - political resources, political activities, and political maintenance. You will work with the six political systems below. Together with the members of your group, think about these systems one by one. As you do, suggest the most valuable political resources and the most important political activities in each system. List them in the spaces provided. Then, on a separate sheet of paper, each member of the group should choose one of the six systems and describe why the group identified the resources it did and how the activities distribute the resources throughout the system.

After writing the individual paragraphs, the group should identify one of the six systems which is experiencing maintenance and a short paragraph describing the experience. If none of the systems is experiencing maintenance, your paragraph should tell why they are not. When you have finished, choose a representative from the group to present the group's work to the class.

Political System	Class	School	City	State	Country	World
Political Resources						
Political Activities						

Application Exercise - Episode 3

This exercise focuses on two ideas presented in episode 3 - elite political system and political development. It asks you to do two things. First, the group should discuss various political systems, which it thinks are elite. Identify one system which all members of the group feel is an elite political system. Then, write several paragraphs about the system. Referring to the way resources are allocated and activities carried out, tell why the system is elite.

In a final paragraph describe some future events which might cause this system to experience development. Be certain to describe how and why development will occur in the system. When you have finished choose a representative to present the group's work to the class.

_____ is an elite political system. _____

Application Exercise - Episode 4

This exercise focuses on two ideas presented in episode 4 - bureaucratic system and conflict. Imagine that you are in a bureaucratic political system, far from earth, in the year 3858. You have begun to like many aspects of the political system - so much so that you write a letter to your friends on earth encouraging them to travel to see you. With the members of your group, write such a letter in the space below. Begin by describing the planet from which you are sending the letter. Then, as fully as you can, describe the bureaucratic political system of the planet. Assume that your friends know nothing about such a system.

Before ending the letter, warn them of a conflict occuring in the political system. They will need to know what conflict means and how it might affect the system. When you have finished choose a representative to present the group's work to the class.

September 28, 3858

Dear friends:

If necessary, continue your letter on the back of this sheet.

Application Exercise - Episode 5

This exercise focuses on two ideas presented in Episode 5 - coalitional political system and observer role. In this exercise your group will write a short newspaper article. You have just seen a coalitional political system, Advocon, and want to inform other people about it. You know a great deal about the system because, while studying it, you played an observer role. You collected information about the system which you will present in the article. Be certain to describe how you, while playing an observer role, gathered the information. After reading your group's article, a person should know what a coalitional political system is and also how to play an observer role.

Coalitional Political System
by
The Observer

APPENDIX TWO

DEFINITIONS

Definitions

Resources/Activities

Political Resources are things which people in a group value.

Political Activities are what people do to distribute resources in a group.

System

A system can be defined by the following characteristics:

1. any system is made up of related parts
2. certain relationships between parts of the system imply other relationships
3. certain relationships between parts of the system at one time imply the possibility of other relationships at another time

System Types

An elite political system is one in which most political resources are shared by a few people and most political activities are carried out by a small group.

A bureaucratic political system is one in which political resources are stratified across groups of people in the system and most political activities are carried out by people according to their position.

A coalitional political system is one in which most political resources are divided among different groups and most political activities are carried out by many different groups.

A participant political system is one in which most political resources are shared by many people and most political activities are carried out by many people.

Experiences

Maintenance occurs when patterns of resources and activities remain the same over time and a political system continues to operate in the same way.

Change occurs when differences in patterns of resources and activities are incorporated into a political system and the system continues to operate in largely the same way.

Development occurs when differences in patterns of resources and activities reinforce each other over time and a political system operates in a different way.

Conflict occurs when differences in patterns of resources and activities contradict each other over time and a political system operates in a different way.

Observer Role

An observer role describes people who watch a group without actively participating in its activities. The following characteristics define an observer role.

1. a successful observer listens to what is being said in a group.
2. a successful observer collects information in some systematic way about the group activity.
3. A successful observer does not disturb the ongoing activity of a group.
4. a successful observer finds ways to use his/her information to aid the group in its work at a later time.